A CRITICAL STUDY OF CURRICULUM AND ITS TRANSACTION PROCEDURES IN PRE-SERVICE SECONDARY TEACHER EDUCATION PROGRAMME IN HIMACHAL PRADESH

SYNOPSIS OF THE THESIS

Submitted by

Sandeepa Devi

Registration No. AU21EDPhD0063

Under Supervision of

Dr. Ajay Sharma

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FUCULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

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DECLARATION

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Place: Chail Chowk

Date: 17-06-2023

Signature

Sandeepa Devi

Forwarded by:

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INTRODUCTION

Education plays very important role in the development of human life. It is never ending process of inner growth and development. Education, in real sense, is to make life progressive, cultured and civilized. It is through education that man develops his reasoning, thinking, problem solving, intelligence, skills and creativity. It is through education that an individual is transformed into human, social, moral and spiritual being. A person learns something every day and every moment .Hence education is a continuous and dynamic process. Education means a process through which desired changes in a person's behaviour are brought about to develop his abilities. In this context, Mahatma Gandhi has said that "Education means all round drawing out of the best in child and man-body mind and spirit." Gandhiji further says, "True education is that which draws out and stimulates the spiritual, intellectual and physical faculties of the children." Education should develop all the capacities of the child so that he becomes a complete human being. Gandhi Ji advocated that education should develop the child's individuality fully and harmoniously so that he is able to realize the ultimate aim of life which is truth or God.

Education is a dynamic process which develops the child according to changing situations and time. It always induces the individual towards progress. It reconstructs the society according to changing needs of the time and place of the society.

Education is a purposeful activity. Education includes both teaching and learning. It involves the interaction between the student and the teacher and the social environment. The teacher tries to develop the personality of the student keeping in view the needs of the society. Therefore the role of the teacher and his education is the foundation on which the structure of the education of a country is based.

Humayun Kabir stated that "Teachers are literally the arbiters of a nation's destiny." It needs no description that the teacher is the pivot of any educational system. On him rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. Teachers have a great responsibility at a time when our society is undergoing transformation in re-orienting education to meet national needs. Their task is not confined to preserve, interpret and transmit our culture to the coming generation, but also to bring about social change. They have to work as active agents in ushering forth-new social order based on equality, liberty and justice. Indeed, teacher has astonishing task to perform.

The progress of a nation depends upon the quality of its people and their quality depends upon the quality of their education, which depends upon the quality of teacher education. Thus, teacher education is the basis of national development. No educational program can succeed without the proper education of a teacher. The whole system of education revolves around the teacher.

CURRICULUM

An older concept of curriculum was to consider it as a merely a syllabus or courses of study which determines the limit of various subjects or knowledge or knowledge to be gained.

The word 'curriculum' has been derived from Latin word "currere" which means a race course or a runway on which one runs to reach a goal. Accordingly a curriculum is the instructional and educative programme by following which the pupils achieved their goals, ideas and aspirations of life. The curriculum is the heart of education process. In the field of education, curriculum is really race course for the child. As a person runs to win the race, so child undergoes various experiences to run through the curriculum and win the educational prize.

The new concept of curriculum caters to all the needs of the child in the fast changing age. It is of flexible type. It prepares the individual for his future. It includes the totality of experiences that pupil receives through the manifold activities that go on in the institute, in the classroom, library, laboratory, workshop, playgrounds and in the numerous informal contacts between teachers and pupils.

OBJECTIVES OF CURRICULUM

- Development of knowledge.
- Creation of a useful environment.
- Development of democratic values.
- Harmony between individual and activity.
- Addition of knowledge.
- Satisfaction of the students need.
- Realizations of values.

CURRICULUM TRANSACTION

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives. It incorporates effective planning for providing learning

experiences for its learners, organisation of planning, implementation of the organised planning and evaluation of the implementation by the implementer and the other expert in the field.

TEACHER EDUCATION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as-A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet requirements of the professions and face the challenges there in.

STRUCTURE OF TEACHER EDUCATION PROGRAMMES

The structure of teacher education means the logical arrangement of the units or components of teacher education which includes teaching skills, perpetuates objectives related to individual as well as social development, and generates teaching culture. Teacher education encompasses teaching skills, teaching objectives and teaching culture.

- Teaching skills are related to the art of teaching which includes various teaching strategies methodologies and techniques.
- Teaching objectives are related to teaching goals in conformity with national goals and values. These include various types of courses which serves as the means to attain the ends.
- Teaching culture is related to social and logical values. It includes the modification of behaviour, development of human qualities and enrichment of social and ideological norms in a right direction.

(Note: Sources for introduction are all the secondary sources and the open internet and Shodhganga etc. which were available through google as well)

REVIEW OF THE RELATED LITERATURE

Kundu (2011) investigated a comparative study on the nature of existing B.Ed. curricula for secondary teacher education programme under different universities of West Bengal. This study found that any curriculum needs to be structured first in order to get the whole frame of the curriculum at a glance. Investigator found that all the universities under study were more or less duly concerned with the structure of their B.Ed. curriculum which ultimately helps to conduct the

course programme in an organized manner. This study also found that nature of evaluation system in B.Ed. curricula under study was more traditional than the innovative though they tried to make it objective and systematic

Santhakumari (2012) conducted a study on the perception of teacher educators on the practical aspects of secondary teacher education revealed that the existing teacher education programme give importance for the theory. The school experience programme itself, does not give an opportunity to student-teachers to assume the complete role of a teacher at school. The investigator suggested that teacher education should be given the opportunity to the student-teachers to learn how keeping observational records to analyse their observations and interpret reality within varying theoretical and experimental frame works.

Verma (2012) stated in its report initial teacher preparation, both at the elementary and secondary level is facing a number of problems; some of them are common while others are specific to a stage of education. For instance, current dominant teacher education programmes offer ritualistic exposure to fragmented knowledge which neither linked to the larger aims of education and disciplinary knowledge, nor to the ground realities of classroom practice. Current teacher education programmes pay more attention to the forms of the arrangement of courses rather than content. As a consequences, student-teachers spend hours decorating their lesson plans rather than reading and reflecting on what to teach, why and how?

Sharma (2013) conducted a study on "Curriculum Transaction Procedures in Secondary Teacher's Pre service Training Programme of Himachal Pradesh: An Evaluative study". This study revealed that the curriculum was strong on the criterion of 'Interdisciplinary Approach'.

Prospective teachers are required to understand the presage, process and product variables of education by the synthesis of philosophical, sociological, educational emotional, cultural, physical, technological, managerial and constitutional values through the contents of several papers. However, in directing prospective teachers to develop competencies like managerial skills, organizational efficiency, leadership skills, democratic attitudes, innovative and creative abilities, understandings and visions, the curriculum is more theoretical rather than practical. The curriculum/Course-framework does not contain the objectives of teacher training or preparation programme.

Taneja (2014) conducted a study on "B.Ed. Curriculum of CCS University an evaluation". This study concluded that there is a urgent need to reconstruct B.Ed. curriculum of C CS university on the lines of teacher trainees and teacher educators perception.

Darji (2015) in his study titled "A study of innovative practices in teacher education institutions of Gujarat state" concluded that various innovations have been found to be practised by various teacher education institutions at secondary level in Gujarat state. This study also came up with different practices of innovations in almost all the aspects of teacher training at secondary level. But these were found to be practised with more fervour and interest in English medium, self – financed colleges of Education and University Department of Education in Gujarat state. The investigator suggested that there is need to channelize the process of planning and implementation of these innovations.

Gupta (2016) conducted a study on "A Critical Study of the Pre Service Teacher Education Programme from an Andragogical and Pedagogical Perspective". This study showed that student teachers of B.Ed. programme have andragogic orientation, whereas teacher educators have pedagogic orientation. The teacher educators were using pedagogic teaching methods rather than andragogic teaching methods.

Reena (2017) conducted a study on "A Critical Analysis of Computer education in pre-service secondary teacher training programme." This study concluded that the pre-service secondary teacher training programme institutions in Himachal Pradesh have adequate infrastructural facilities for imparting computer education to the prospective teachers but some of the facilities were found to be lacking and which mainly included less number of educational CDs, outdated configuration of computer systems etc. Through this study, the training needs of prospective teachers in the context of computer education have also been identified and it was observed on the basis of content analysis of prescribed curriculum of computer education that certain revisions/modification are needed to be undertaken in it.

Singh (2018) in her study titled "A comparative study of secondary teacher education programmes" found that the Secondary teacher education programme is at the centre of all components which can help to prepare a pool of quality teacher trainees and consequently to maintain the quality of education and thus to maintain the quality of education in schools. So maintaining the quality of teacher training institutes through multilevel approach is the need of

the hour, i.e.at the level of curriculum, at the level of admission, at the level of teaching-learning process and at the level of evaluation and assessment.

Sharma (2019) in his study titled "A Study of Teacher Education Curriculum in Relation to the Development of Professional Skill in Pre-Service Teachers" concluded that teaching skills were considered most important among all categories of skill for secondary teachers. Content analysis and interview of pre-service teacher revealed that the present curriculum is not effective in developing this skill in them.

Jagabandhu (2020) conducted a study on Pre-Service Teacher Education Programme at Secondary School Level in Odisha an Evaluation. This study revealed that pre-service teacher education programme in Odisha is not fully confirms with the guidelines of NCTE. The majority of the teacher educator agreed that it lacks various aspects on pedagogy, foundation course and social aspect. There is a big difference between theory content and practical content of the syllabus.

Nagar (2020) conducted a study on "Critical study of Secondary Teacher Education Curriculum in the context of Gender". This study revealed some inadequacies in structure and implementation of the curriculum in relation to enhance gender sensitivity and equality among prospective secondary teachers.

Jamal (2022) suggested that there is a need to promote critical thinking among the learners through the curriculum. There is a need to design curriculum differently keeping in view of demands of urban and rural India. There should be provision of providing pre-service internship guidance to the pre-service teacher by working experienced school teachers.

Swain (2023) studied evaluation of secondary level pre-service teacher education in Odisha perception of stakeholders. The researcher observed that in Odisha all the teacher training institutions are following the norms and standards of NCFTE-2009 and NCTE regulation 2014 regarding its duration. The perception of teacher educators with reference to many aspects, it has been observed that the teacher educators agreed properly for implementation of the two year B.Ed. programme.

From the perusal of the studies in the area of teacher education it is evident that though many researcher studied have been conducted in the field of teacher education, but still the field of teacher education need special attention of researchers.

STATEMENT OF THE PROBLEM

A Critical Study of Curriculum and Its Transaction Procedures in Pre-service Secondary Teacher Education Programme in Himachal Pradesh

NEED AND SIGNIFICANCE OF THE STUDY

Present era witnesses the responsibility of education to be an all-round overall development of the human beings. It creates and develops positive attitude in human beings to deal with all the problems effectively and efficiently. The whole purpose of our education is not just to get a job and earn money but also to develop important life skills that will make an individual resilient, confident and independent. At present, the Indian education system is in an alarming stage. The main purpose of curriculum framed for prospective teachers especially for secondary school stage is to equip them with appropriate knowledge, skills, attitude and understanding required to be acquired by an effective teacher. Whether the teacher training curriculum is actually transacting the necessary skills and related knowledge to prepare competent and effective teachers, is the main concern of this study. If some shortcomings can be identified, then some concrete suggestions can also be made which can help in revising the curriculum of our present teacher preparation programme at secondary teacher preparation level. This will be of immense use for all stakeholders.

OBJECTIVES OF THE STUDY

1. To perform the content analysis of syllabi of all courses of two year pre–service secondary teacher education programme in Himachal Pradesh.
2. To study the methodology/ strategies employed by teacher educators for transacting the contents of syllabi to prospective teachers in two year pre–service secondary teacher education programme in Himachal Pradesh.
3. To study the practice teaching procedures adopted by the teacher educators for providing skill based internship and training in two year pre–service secondary teacher education programme in Himachal Pradesh.
4. To study the assessment and/or evaluation procedures adopted by teacher educators for the assessment and/or evaluation of prospective teachers in two year pre–service secondary teacher education programme in Himachal Pradesh.

5. To study the perceptions of teacher educators about the syllabi and their transaction procedures in two year pre–service secondary teacher education programme in Himachal Pradesh.
6. To study the perceptions of prospective teachers about the syllabi and their transaction procedures in two year pre–service secondary teacher education programme in Himachal Pradesh.
7. To identify the issues with respect to curriculum and its transaction procedures in two year pre–service secondary teacher education programme in Himachal Pradesh.
8. To forward the suggestions for revision and improvement of curriculumand its transaction procedures in two year pre–service secondary teacher education programme in Himachal Pradesh.

DELIMITATIONS

1. The present study will be delimited to one state that is Himachal Pradesh.

2. The present study will be delimited to two year pre-service secondary teacher education programme in H.P.

3. The present study will be delimited to syllabi and its transaction procedures in pre-service secondary teacher education programme in H.P.

4. The present study will be delimited to the perception of the secondary teacher educators.

5. The present study will be delimited to the perception of the secondary school prospective teachers.

OPERATIONAL DEFINITIONS OF THE TERMS

Critical Study

Critical study refers to a careful examination and evaluating the status of curriculum and its transaction procedures in pre-service secondary teacher training institutions of Himachal Pradesh.

Curriculum

The total programme of educational activities or the courses offered by educational institutions design to achieve the prescribed objectives. The curriculum in this present study refers to the curriculum of secondary pre-service teachers' training programme of Himachal Pradesh.

Transaction Procedures

In the present investigation this term includes understanding of the course of content, use of various teaching strategies, teaching methods displayed by teacher educators, use of media and evaluation techniques secondary teachers' pre-service training programme in Himachal Pradesh.

Pre-service secondary teachers' education programme

In the present investigation the term here refers to a formal two years programme that has been established for preparation of prospective teachers at secondary level in Himachal Pradesh.

METHODOLOGY

Technique and Method

In the present study content analysis technique andsurvey method under descriptive method of research will be used.

Sample of the Present Study

To realise the objectives of the present investigation the investigator will make use of multistage sampling technique. The study shall be conducted in randomly selected 28 colleges of teacher education, out of 74 secondary teacher education institutions from 11 districts of Himachal Pradesh. From, selected colleges of teacher education, around 196 (7x28=196) teacher educators and 950 (34x28=950) prospective teachers shall be selected, using incidental sampling for gathering relevant information.

Tools

Due to non-availability of standard tools, the investigator herself will develop necessary and relevant tool for collecting the relevant data viz.:

- **Observation Schedule(s) -** to study the adopted methodologies/strategies, practice teaching procedures, assessment and/or evaluation procedures by teacher educators.
- **Questionnaires** – to study the perceptions of teacher educators and prospective teachers.

Procedure for Data Collection and Treatment of Data

The investigator herself will gather data/ information from the subjects sample by administering the relevant tools by visiting the selected institutions.

To perform the content analysis of all courses in the syllabi of two year secondary teacher training programme,the technique of content analysis shall be utilized.

The information gathered through observation schedules and questionnaires will be tabulated and organized under various categories followed by qualitative analysis. The tabulated data will further be analysed in terms of frequencies and percentages.

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